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ABSTRACT

This analysis of the stimulus-response characteristics of reading comprehension tests was undertaken in order to determine the factors which are generally measured in the standardized tests of reading comprehension. It was assumed that such an analysis might provide a clearer notion than presently exists in the educational literature as to what educators consider to be included in the construct of comprehension. A second purpose of this analysis was to provide a concise reference to reading comprehension tests with their appropriate age-grade levels, as well as to supply information regarding intercorrelations between tests. (LL)

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TITLE AN ANALYSIS OF THE STIMULUS-RESPONSE CHARACTERISTICS OF STANDARDIZED READING COMPREHENSION TESTS

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I. INTRODUCTION

While there is no widely accepted definition or theory of reading comprehension, test publishers and educators have constructed and used a large number of tests which purport to measure reading comprehension. In consonance with the systematic approach to the investigation of the comprehension of connected discourse, this analysis of the stimulus-response characteristics of reading comprehension tests was undertaken, in order to determine the factors which are generally measured in the standardized tests of reading comprehension. It was assumed that such an analysis might provide a clearer notion than presently exists in the educational literature as to what educators consider to be included in the construct of comprehension.

A second purpose of this analysis was to provide a concise reference to reading comprehension tests with their appropriate age-grade levels as well as to supply information regarding intercorrelations between tests. As a reference source, this paper may aid the researcher in selecting test material appropriate for particular purposes.

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Tests Included in the Analysis

Buros' Sixth Mental Measurement Yearbook (1965) was used as the primary source for compiling the test material. Generally, the tests included in the analysis were those labeled Vocabulary, Reading Comprehension, Reading Achievement, Diagnostic Reading Tests, and Reading Readiness Tests. Only those tests still in print and obtainable through the publisher were included. An alphabetical list of the 113 tests included in the analysis is given in Section II.

A number of general achievement tests have been included but only those subtests which purport to measure some aspect of reading achievement were considered in the analysis.

Stimulus-Response Forms

The items within tests or subtests have been conceptualized as consisting of a stimulus presented to the student, in either oral or visual form, and a required response. The stimulus-response forms were organized in a hierarchy of increasing difficulty as follows:

Word Comprehension - recognition or recall of word meaning.

Sentence Comprehension - recognition or recall of information from a phrase or sentence.

Passage Comprehension - recognition or recall of information from two or more connected and related sentences.

Although this hierarchy may be intuitively correct, it is nevertheless possible that a word comprehension test (vocabulary test) could be more difficult than a passage comprehension test, depending upon the content of each. Given that the vocabulary is identical and that the passage is written in a linguistic form which is not beyond the language development of the student, the proposed hierarchy appears reasonable. More will be said about this in the following discussion.

Stimulus Forms

Length: Difficulty of responding. That is, in word comprehension, the student is only required to respond to a single word with a definition, in either a recognition or a recall task. In passage comprehension, the student is required to respond to two or more sentences which may involve complex factual and relational information, as well as complex linguistic structures. Given that vocabulary is held constant across word, sentence and passage comprehension tests, it is possible that a student will know the entire vocabulary set but be unable to extract

or recall the information given in a sentence composed of a subset of this vocabulary. Likewise, a student may comprehend the individual sentences but be unable to comprehend or recall the relationships which hold between the individual sentences. A tenable hypothesis, therefore, is that stimulus length varies as a function of the age-grade for which the test or subtest is designed. This hypothesis is supported by the fact that word, sentence, and passage stimuli were used with students whose ages were 9 yr. 6 mo., 10 yr. 5 mo., and 11 yr. 2 mo., respectively in the tests analyzed.

The difference in task difficulty as a function of stimulus length argues for the need for a more precise taxonomy to describe and name tests. For example, a test should not be described as a measure of word meaning if the stimulus is more complex and actually involves sentence or passage comprehension. In 33 tests, subtests were inappropriately labeled "vocabulary" or "word meaning" when they actually measured passage comprehension. These 33 subtests were designed for students whose average age was 10 yr. 7 mo., which is higher than the average age for sentence comprehension.

Mode of Stimulus Presentation. Three modes of stimulus presentation can be differentiated: (1) Pictorial, (2) Verbal, (3) Written. The stimulus form which included pictures were presented to the youngest students in both word and sentence comprehension tests. With the next youngest groups pictures were used in passage comprehension tests. The stimulus in which the tester orally presented all or part of the stimulus occurred with the next youngest group in the word and sentence comprehension tests. Thus, earlier acquired modes of comprehension were used to facilitate reading. Interestingly enough, the tester's presentation of the stimulus occurred with the next to the oldest group in passage comprehension. This might be explained by the fact that in passage comprehension, rate of presentation and backtracking become important factors. Oral presentation of the stimulus provides a control over rate and prohibits backtracking. Therefore, oral presentation of passages may be more difficult than written presentation.

Letter, Syntactic and Semantic Cues. Tests which provided the student with letter, syntactic, and semantic cues were typically in what might be described as a cloze test form. In these tests the stimulus consisted of either a word, sentence or passage with certain letters or words deleted. The student's task is to correctly complete the deletion by using the surrounding context. The experimental literature is replete with evidence on the difficulty of cloze tests. It is not surprising, therefore, that in sentence and passage comprehension this stimulus form was most often administered to older students. However, word comprehension tests employing this "cuing" method were given to younger students than word comprehension tests without such cues. This may be a function of the much greater constraints on letter sequences than on word sequences such that on the word level, letter cues facilitate responding.

Duration of Stimulus Presentation. Only two tests made any attempt to control the actual rate of presentation of each stimulus item. One test for word comprehension presented each word for 1/25 of a second. One test of passage comprehension required the student to skim the passage by controlling stimulus presentation time.

Response Forms

The responses were either a recognition (multiple-choice) or recall type. The experimental literature is in demonstrations of the greater difficulty of the recall task compared to the recognition task. The proportions of recall to recognition responses in the tests analyed were: 0:88, 1:17 and 1:6 for word, sentence and passage comprehension, respectively. The proportion of recall to recognition responses increased with age-grade. The ages for the recall responses for sentence and passage comprehension items averaged 11 yrs. 7 mo. and 11 yrs. 4 mo. as compared to 10 yrs. 4 mo. and 11 yrs. 1 mo. for the recognition responses.

The remainder of this paper is devoted to a more detailed analysis of the tests. Section II lists the tests in alphabetical order with the numbers used to designate the tests in Sections III & IV.

Section III gives the basic stimulus-response forms found in the tests. Each entry contains a definition of the stimulus-response pair and lists the tests in which it occurs. The aim of this Section is to allow the reader to specify the general form of the stimulus-response of interest and to select the tests which include that form.

Section IV lists each test individually by number and name. Under each listing are given all the stimulus-response forms included in each test. This enables the reader to obtain a rapid survey of what type of items are included in each test.

Section V is a listing of intercorrelational data between the tests and other reading tests, achievement tests, and general intelligence tests. The data for this Section were obtained solely from the test manuals supplied by the publisher. As such this data should be approached with caution.

A more detailed description of each of the following Sections is given as a preface to each Section.

SECTION II
TEST INDEX

Section II is an alphabetical listing of all the tests analyzed in this paper. In the righthand column is the number assigned to each test.

To find the analysis of a specific test when the name is known, locate that number on the test index. (Section IV).

A.C.E.R. Silent Reading Tests, Forms A and B	33
A.C.E.R. Silent Reading Tests, Forms C and D	34
A.C.E.R. Silent Reading Tests: Standardized for use in New Zealand	35
A.C.E.R. Word Knowledge Test--Adult Form B	17
Achievement Test in Silent Reading: Dominion Tests	36
American Literacy Test	18
American School Achievement Tests: Part I, Reading	1
American School Reading Tests	37
Botel Reading Inventory	101
Buffalo Reading Test for Speed and Comprehension	38
California Achievement Tests	2
College Vocabulary Test	19
Comprehension Test for Training College Students	39
Davis Reading Test	40
Detroit Word Recognition Test	41
Developmental Reading Tests	42
Diagnostic Reading Scales	93
Diagnostic Reading Test: Pupil Progress Series	94
Diagnostic Reading Tests	95
Durrell Analysis of Reading Difficulty, New Edition	96
Durrell-Sullivan Reading Capacity and Achievement Tests	102
Emporia Silent Reading Test	43
Flash-X Sight Vocabulary Test	107
GAP Reading Comprehension Test	44
Gates Advanced Primary Reading Tests	65
Gates Basic Reading Test	46
Gates Primary Reading Tests	47
Gates Reading Survey	48
Gilmore Oral Reading Test	108
Gray Oral Reading Test	109
Gray-Votaw-Rogers General Achievement Test	3
Group Achievement Tests: Dominion Tests, 1934 Edition	4
Group Achievement Tests: Domain Tests, Niagara Edition	5
Group Diagnostic Reading Aptitude and Achievement Tests	97
Harrison-Stroud Reading Readiness Profiles	113
High School Fundamentals Evaluation Test	6
High School Reading Test: National Achievement Tests	49
Holborn Reading Scale	110
Individual Reading Test	103
Informal Reading Inventory	50
Iowa Every Pupil Tests of Basic Skills	7
Iowa Silent Reading Tests: New Edition	51
Iowa Tests of Basic Skills	8
Iowa Tests of Educational Development	9
Johnson O'Connor English Vocabulary Worksamples	20
Kansas Vocabulary Test	21

Kelley-Greene Reading Comprehension Test 52
Kelvin Measurement of Reading Ability 53
Kingston Test of Silent Reading 54
Lee-Clark Reading Test, 1958 Revision 55
Los Angeles Elementary Reading Test 56
Manchester Reading Comprehension Test 57
McCall-Crabbs Standard Test Lessons in Reading 58
Metropolitan Achievement Tests: Reading 10
Minnesota Reading Examination for College Students 59
Monroe's Standardized Silent Reading Test 60
National Achievement Tests 11
National Educational Development Tests 12
Nationwide English Vocabulary Examination 22
Neale Analysis of Reading Ability 111
N.B. Silent Reading Tests (Beginners): Reading Comprehension Test 61
Nelson-Denny Reading Test: Vocabulary-Comprehension-Rate 62
Nelson Reading Tests, Revised Edition: Vocabulary-Paragraph Comprehension 63
New Developmental Reading Tests 64
New Standard Vocabulary Test 23
Pressy Diagnostic Reading Tests 65
Primary Reading: Every Pupil Scholarship Test 66
Primary Reading Profiles (Revised Edition) 98
Primary Reading Test: Acorn Achievement Tests 67
Public School Achievement Tests 13
Public School Attainment Tests for High School Entrance: Examination of Abilities in Reading, English, and Mathematics 14
Purdue Reading Test 68
Quick-Scoring Vocabulary Test: Dominion Tests 24
Reader Rater 104
Reading Adequacy "READ" Test: Individual Placement Series 69
Reading Comprehension: Cooperative English Tests, (1960 Revision) 70
Reading Comprehension Test: National Achievement Tests 71
Reading Eye 105
Reading: Seven Plus Assessment: Northumberland Series 72
Reading Test (Comprehension and Speed): Municipal Tests: National Achievement Tests 73
Reading Tests for New York State Elementary Schools 74
Reading Versatility Test 106
Schonell Reading Tests 77
Schrammel-Gray High School and College Reading Test 78
Sentence Reading Test 1 79
Sequential Tests of Educational Progress: Reading 80
Silent Reading Diagnostic Tests: The Developmental Reading Tests 99

Silent Reading Tests	81
Slosson Oral Reading Test (SORT)	112
Southgate Group Reading Tests	82
SRA Achievement Series: Reading	75
SRA High School Placement Test	15
SRA Reading Record	76
Standard Reading Tests	100
Stanford Achievement Tests (Reading Tests)	83
Survey of Primary Reading Development	84
Survey of Reading Achievement: California Survey Series	85
Survey Test, Burnett Reading Series	86
Survey Test of Vocabulary	25
Test of Active Vocabulary	26
Test for High School Entrants: (National Achievement Tests)	16
Tests of Reading: Cooperative Inter-America Tests	87
Traxler High School Reading Test	88
Traxler Silent Reading Test	89
Vocabulary: Every Pupil Achievement Test	27
Vocabulary Test for High School Students and College Freshmen	28
Vocabulary Test--GT	29
Vocabulary Test: National Achievement Tests	30
W.A.L. English Comprehension Test	90
Wide Range Vocabulary Test	31
Williams Primary Reading Test	91
Williams Reading Test for Grades 4-9	92
Word Clue Test	32

SECTION III
DEFINITION OF INDIVIDUAL STIMULUS-RESPONSE UNITS

Section III is a listing of the components of the reading tests, broken down into stimulus-response units. They are ordered in subsections dealing with words, sentences and passages. Within each subsection the order is numerical (i.e., A1 - A12).

Stimulus-response pairs labeled A deal in most cases with the comprehension of single words as stimuli. The responses may or may not also be single words.

Stimulus-response pairs labeled B deal with sentences as stimuli. Responses may or may not be complete sentences. (The word sentence is used advisely; it may mean phrase, sentence or question in a given context. The definition of individual pairs is explicit.)

Stimulus-response pairs labeled deal with aggregates of sentences (passages).

The use of lower case letters in the labels (A2b, for example) means that either the stimuli or the responses are slightly different from each other. One component is always stable. Thus A2a may be "S reads a word" / "S marks an alternative" and A2b may be "S reads a word"/ "S supplies an alternative." The other possibility is: B3a "S reads a sentence with a word underlined" / "S chooses a multiple choice answer" and B3b "S reads a question with a word underlined" / "S chooses a multiple choice answer."

The age ranges listed apply to the ages of the subjects to whom the test is administered. If only the age range was given in the test, it is given here. If only the grade range was given, it is converted to an age range (First grade = 6 years). The grade range is given in parentheses. If both grade and age were given, both are given here in their original form.

THIS SECTION DEALS WITH WORD COMPREHENSION

TEST #	AGE RANGE	S/R #	STIMULUS	RESPONSE
7	5.6 - 9.9 yrs	A1a	S reads a word	S marks a (word or phrase) synonym
17	15 - 18 yrs. (gr. 10-13)			
27	14 - 17 yrs. (gr. 9-12)			
34	6.7 - 16.11			
35	9 - 11			
2	6 - 7 (gr. 1-2)	A1b	S reads a word	S marks a multiple choice synonym (word)
5	13 (gr. 8)			
6	14 - 17 (gr. 9-12)			
17	9 - 12			
18	Adults			
19	14 - 19 (gr. 9-14)			
22	6 - 11			
24	14 - 18 (gr. 9-13)			

29	21+			
33	8 - 13 (gr. 3-8)			
36	7 - 11 (gr. 2-6)			
42	9 - 11.9 (grs. 4.0-6.9)			
46	7.1 - 17.6 (gr. 2-12.6)			
48	3.5 - 9			
67	7 - 8 (gr. 3-4)			
70	14 - 19 (gr. 9-14)			
76	11 - 17 (gr. 6-12)			
90	14 - 17 (gr. 9-12)			
104	15+			
37	15 - 18 (gr. 10-13)	A1c	S reads a word	S marks a multiple choice synonym (phrase)
2	6 - 7 (gr. 1-2)	A2	S reads a word	S marks a multiple choice antonym (word or word phrase)
22	9 - 17 (gr. 4-12)			
67	7 - 8 (gr. 2-3)			
85	12 - 14 (gr. 7-9)			

101	No data given			
93	6 - 13 (gr. 1-8)	A3a	S reads a word	S pronounces the word
103	5.5 - 8.5			
110	11 - 16 (gr. 6-11)			
112	6 - 17 (gr. 1-high school)			
107	6 - 7 (gr. 1-2)	A3b	S reads a word for 1/25 sec.	S pronounces the word correctly or is given another 1/25 sec. trial, and if necessary a ten second trial
113	5 - 6 (gr. K & 1)	A4	Non-reading S looks at pictures with their word identifications. He then looks at the same words repeated with their pictures slightly altered and rearranged.	S matches the word with its corresponding picture
3	6.4 - 11 (gr. 1.2-6.9)	A5a	S reads a word(s) and then looks at pictures	S matches the picture with its corresponding word
10	7.0 - 7.9 (gr. 2-2.9)			

41	6 - 8 (gr. 1-3)			
64	6 - 7.5 (gr. 1-2.5)			
75	6 - 7 (gr. 1-2)			
87	6 - 7			
99	6.5 - 11+ (gr. 1.5-6+)			
1	6 (gr. 1)	A5b	S looks at a picture and then reads words	S matches the picture with the corresponding word
2	6 - 7 (gr. 1-2)			
36	6 (gr. 1)			
45	6.11 - 10.5 (gr. 1.7-6.2)			
47	6.3 - 9.4 (gr. 1.3-4.4)			
66	6 (gr. 1)			
86	6.5 - 7.4 (gr. 1.5-2.4)			
87	6 - 7			
94	6.9 - 15.9 (gr. 1.9-8.9)			
100	5 - 9			
99	6.5 - 11+ (gr. 1.5-6+)	A6	S looks at a picture and then reads a word	S encircles that word contained within the stimulus word which identifies the picture

82	6 - 7.6	A7	S looks at a picture and then T says the word-name of the picture. S then reads words.	S marks the stimulus word corresponding to the spoken word-name of the picture.
2	6 - 7 (gr. 1-2)	A8a	T says a word and then S reads words	S marks the corresponding written word
55	6.5 - 7.0 (gr. 1.5-2)			
66	6 (gr. 1)			
67	7 - 8 (gr. 2-3)			
82	6 - 7.6			
84	6 - 8.5 (gr. 1.3-5)			
91	6 (gr. 1)			
94	6.9 - 13.9 (gr. 1.9-8.9)			
98	6 - 7 (gr. 1-2)			
100	5 - 9			
1	6 (gr. 1)	A8b	T says a word and then S reads words	S marks the alternative

10	7 - 7.9 (gr. 2-2.9)	A9	T says a word, says the word in a sentence, and then repeats the word. S then reads words	S marks the corresponding written word
74	8 - 11 (gr. 3-6)			
86	6.5 - 7.4 (gr. 1.5-2.4)			
50	Pre-school	A10	S reads a word	S pronounces the word and then supplies an oral definition
22	10 - 17 (gr. 4-12)	A11	S reads words	S marks all words that are related (or not related) to a common, unspecified conceptual category
22	9 - 17 (gr. 4-12)	A12	S reads a word	S marks the alternative most associated with the word
66	6 (gr. 1)			

THIS SECTION DEALS WITH SENTENCE COMPREHENSION

TEST #	AGE RANGE	S/R #	STIMULUS	RESPONSE
33	8 - 13 (gr. 3-8)	B1a	S reads an incomplete sentence	S makes a multiple choice completion
55	6.5 - 7 (gr. 1.5-2)			
64	6.0 - 7.5 (gr. 1-2.5)			
97	8 - 14 (gr. 3-9)			
98	6 - 7 (gr. 1-2)			
84	6 - 8.5 (gr. 1-3.5)	B1b	S reads an incomplete sentence	S marks a multiple choice answer
82	7 - 8.11	B1c	S reads an incomplete sentence	S marks the corresponding written word
71	8 - 13 (gr. 3-8)	B2a	S reads a sentence	S chooses a multiple choice synonymous sentence
85	12 - 13 (gr. 7-9)			
8	8 - 13.9 (gr. 3-8.9)	B2b	S reads a sentence	S marks a multiple choice answer

8	8 - 14 (gr. 3-8)	B3	S reads a question	S marks a multiple choice answer
33	8 - 13.9 (gr. 3-8.9)			
61	6 - 7 (gr. 1-2)			
95	8 - 14 (gr. 3-9)			
104	15+			
66	7 - 8 (gr. 2-3)	B4	S reads a sentence (question)	S answers yes or no
68	12 - 17 (gr. 7-12)			
98	6 - 7 (gr. 1-2)			
87	7 - 8	B5a	S reads an incomplete definition (phrase)	S chooses a multiple choice word (synonym)
1	9 - 11 (gr. 4-6)	B5b	S reads an incomplete definition (sentence)	S chooses a multiple choice word completion
27	14 - 17 (gr. 9-12)			
62	High School - College			
63	8 - 14 (gr. 3-9)			

83	7 - 8 (gr. 2-3)			
84	6 - 8.5 (gr. 1-3.5)			
98	6 - 7 (gr. 1-2)			
102	9 - 11 (gr. 3-6)			
11	12 - 15 (gr. 7-9)	B5c	S reads an incomplete definition (sentence)	S marks an alternative
16	High School entrants			
65	8 - 14 (gr. 3-9)	B5d	S reads an incomplete definition (question)	S chooses a multiple choice answer
8	8 - 14 (gr. 3-9)	B6	S looks at a vocabulary list with definitions. He then reads an incomplete sentence or question which requires understanding of a word from the vocabulary list.	S marks a multiple choice word or phrase) completion or answer
1	7 - 8 (gr. 2-3)	B7	S reads an incomplete sentence	S marks a multiple choice completion

3	6 - 8 (gr. 1-3)			
13	8 - 14 (gr. 3-8)			
55	6.5 - 7 (gr. 1.5-2)			
66	6 (gr. 1)			
77	9 - 13			
79	7.6 - 11.1			
81	14 - 18 (gr. 9-13)			
93	6.5 - 7 (gr. 1.5-2)			
98	6 - 7 (gr. 1-2)			
99	6.5 - 11+ (gr. 1.5-6+)			
100	5 - 9			
26	15 - 17+ (gr. 9-12+)	L8a	S reads a sentence with (a) blank(s)	S supplies the response(s) to be inserted
54	7 - 11			
94	6.9 - 13.9 (gr. 1.9-8.9)			
30	12 - 17 (gr. 7-12)	B8b	S reads a sentence with (a) blank(s)	S marks the multiple choice synonym to be inserted

49	12 - 17 (gr. 7-12)			
81	7 - 17	B8c	S reads a sentence with (a) blank(s)	S marks a multiple choice completion (or insertion)
87	14 - 17+ (gr. 9-12+)			
57	13.5 - 15	B8d	S reads a sentence	S supplies the response
41	6 - 8 (gr. 1-3)	B9a	S reads a phrase, then looks at pictures	S matches a word with a picture
75	6 - 7 (gr. 1-2)	B9b	S reads a phrase, then looks at pictures	S matches the phrase with the corresponding picture
87	7 - 8			
94	6.9 - 13.9 (gr. 1.9-8.9)			
47	6.7 - 8 (gr. 1.3-4.4)	B9c	S reads a sentence and looks at pictures	S matches the sentence with the corresponding picture
75	6 - 7 (gr. 1-2)			
87	7 - 8			

87	7 - 8	B9d	S reads a question and looks at pictures	S matches the question with a picture (answer)
10	7 - 18.10	B10	S looks at a picture and reads sentences	S matches the picture with a sentence
36	6 (gr. 1)			
71	8 - 13 (gr. 3-8)	B11	S reads a sentence	S marks a multiple choice synonymous sentence
73	8 - 11 (gr. 3-6)			
90	High School	B12	S reads a phrase and then looks at a letter followed by dashes	S supplies a synonym word, beginning with the letter provided
3	6 - 8 (gr. 1-3)	B13a	S reads a phrase with a word marked (capitalized, underlined or in bold face)	S marks a multiple choice synonym to the marked word
7	8 - 10 (gr. 3-5)			
8	8 - 14 (gr. 3-9)			

9	14-17 (gr. 9-12)			
10	7 - 7.9 (gr. 2-2.9)			
12	12 - 13 (gr. 7-8)			
15	14 (gr. 9)			
20	9 - 14, 15+, adults			
21	9 - 13 (gr. 4-8)			
23	12 - 17 (gr. 7-12)			
25	High School - Adult			
27	14 - 17 (gr. 9-12)			
31	High School			
49	12 - 17 (gr. 7-12)			
81	7 - 17			
89	12 - 15 (gr. 7-10)			
3	9 - 11 (gr. 4-6)	B13b	S reads a sentence with a word marked (capitalized, in bold face or underlined)	S marks a multiple choice synonym
11	9 - 11 (gr. 4-6)			

14	13 - 15 (gr. 8-10)			
20	14, 15+, adults			
21	9 - 13 (gr. 4-8)			
25	High School-Adult			
27	14 - 17 (gr. 9-12)			
28	14 - 18 (gr. 9-13)			
30	12 - 17 (gr. 7-12)			
89	12 - 15 (gr. 7-10)			
20	9 - 14, 15+, adults	B13c	S reads a question with a marked (capitalized, underlined or in bold face)	S marks a multiple choice synonym to the marked word
21	9 -13 (gr. 4-8)			
25	High School-Adult			
27	14 - 17 (gr. 9-12)			
89	12 - 15 (gr. 7-10)			
76	11 - 17 (gr. 6-12)	B13d	S reads a sentence	S marks a multiple choice synonym to the last word in the sentence as instructed

97	8 - 14 (gr. 3-9)	B14	S reads an incomplete sentence (phrase)	S marks the subject and verb phrase which is logically and grammatically correct
8	8 - 14 (gr. 3-9)	B15	S reads a sentence	S marks the sentence if it contains a grammatical error
97	8 - 14 (gr. 3-9)	B16	S reads similar sentences	S marks the sentence which uses all of its words with the correct meaning
73	8 - 11 (gr. 3-6)	B17	S reads unrelated sentences	S is told to mark that sentence which has a specific connotation
27	14 - 17 (gr. 9-12)	B18	S reads a sentence with a word in bold face type	S marks the sentence correct or incorrect, with respect to using the marked word correctly
33	7 - 13 (gr. 3-8)	B19	S reads a sentence	S marks a multiple choice sentence which can be inferred from the stimulus sentence
22	9 - 17 (gr. 4-12)	B20	S reads a definition with the defined word marked (underlined or in bold face type)	S marks the definition true or false

27	14 - 17 (gr. 9-12)			
22	9 - 17 (gr. 4-12)	B21	S reads a sentence	S marks the sentence true or false
87	7 - 8	B22	S reads a sentence	S marks an alternative
2	6 - 7 (gr. 1-2)	B23a	S reads a direction	S follows the direction
45	6.11 - 11.5 (gr. 1.7-6.2)			
47	6.3 - 9.4 (gr. 1.3-4.4)			
55	6.5 - 7 (gr. 1.5-2)			
64	6 - 7.5 (gr. 1-2.5)			
73	8 - 11 (gr. 3-6)			
85	12 - 14 (gr. 7-9)			
94	7 - 8 (gr. 2-3)			
97	8 - 15 (gr. 7-9)			
103	5.5 - 8.5			
71	8 - 13 (gr. 3-8)	B23b	S reads a sentence	S marks a multiple choice as directed

94	9 - 11 (gr. 4-6)	B24	S reads a direction	S marks a multiple choice which follows that direction
100	5 - 9	B25	S reads a sentence	S pronounces the words
84	6 - 8.5 (gr. 1-3.5)	B26	S reads a sentence	S marks a multiple choice which corresponds with the spoken sentence

THIS SECTION DEALS WITH PASSAGE COMPREHENSION

1	7 - 11 (gr. 2-6)	C1	S reads a passage	S answers a multiple choice question
2	6 - 7 (gr. 1-2)			
7	8 - 10 (gr. 3-5)			
8	8 - 14 (gr. 3-9)			
10	7 - 7.9 (gr. 2-2.9)			
13	8 - 13 (gr. 3-8)			
14	13 - 15 (gr. 8-10)			
33	7 - 13 (gr. 3-8)			
37	15 - 18 (gr. 10-13)			
39	College			
40	13 - 16 (gr. 8-11)			
42	9 - 11.9 (gr. 4-6.9)			
51	9 - 13 (gr. 4-8)			
59	High school seniors, college freshmen			
60	8 - 10 & 11 - 13 (gr. 3-5 & 6-8)			
62	High school, college			

63	8 - 14 (gr. 3-9)			
65	8 - 14 (gr. 3-9)			
68	12 - 17 (gr. 7-12)			
70	14 - 19 (gr. 9-14)			
75	16 - 21 & adults (gr. 11-6+)			
77	7 - 11			
81	7 - 17			
85	12 - 14 (gr. 7-9)			
89	12 - 15 (gr. 7-10)			
90	High School			
92	9 - 14 (gr. 4-9)			
98	6 - 7 (gr. 1-2)			
99	6.5 - 11+ (gr. 1.5-6+)			
13	8 - 13 (gr. 3-8)	C2	S reads a passage	S marks a multiple choice as directed
14	13 - 15 (gr. 8-10)			
39	College			
40	14 - 16 (gr. 8-11)			

59	High school seniors, college freshmen
60	8 - 10 & 11 - 13 (gr. 3-5 & 6-8)
65	8 - 14 (gr. 3-9)
67	7 - 8 (gr. 2-3)
77	7 - 11
81	7 - 17
85	12 - 14 (gr. 7-9)
87	6 - 8
89	12 - 15 (gr. 7-10)
92	9 - 14 (gr. 4-9)

80	9 - 19 (gr. 4-14)	C3	T reads a passage	S marks a multiple choice answer to T's question
106	11 - 15 (gr. 6-18)	C4	S reads a passage	S answers a multiple choice question-he cannot look at the passage
106	11 - 15 (gr. 6-10)	C5	S skims a passage	S answers a multiple choice question; he cannot look at the passage
110	11 - 16 (gr. 6-11)	C6	S reads a passage	S marks a multiple choice answer to T's question

3	6 - 8 (gr. 1-3)	C7	S reads a passage	S marks a multiple choice sentence completion
4	13 (gr. 8)			
5	13 (gr. 8)			
6	14 - 17 (gr. 9-12)			
9	14 - 17 (gr. 9-12)			
10	9 - 11 (gr. 4-6)			
12	12 - 13 (gr. 7-9)			
13	8 - 13 (gr. 3-8)			
14	13 - 15 (gr. 8-10)			
15	14 (gr. 9)			
16	High school entrants			
34	8 - 13 (gr. 3-8)			
35	9 - 12			
36	7 - 11 (gr. 2-6)			
38	14 - 21 (gr. 9-16)			
39	College			
43	8 - 13 (gr. 3-8)			

46	7 - 17.6 (gr. 2-12.6)
48	3.5 - 10
52	14 - 17 (gr. 9-12)
56	8 - 13 (gr. 3-8)
59	8 - 15 (gr. 3-10)
66	7 - 8 (gr. 2-3)
68	12 - 17 (gr. 7-12)
74	8 - 11 (gr. 3-6)
75	6 - 7 (gr. 1-2)
80	11 - 18 (gr. 6-13)
81	7 - 17
85	12 - 14 (gr. 7-9)
89	12 - 15 (gr. 7-10)
90	6 - 14 (gr. 1-9)
91	7 - 8 (gr. 2-3)
92	High school
94	6.9 - 13.9 (gr. 1.9-8.9)
99	6.5 - 11+ (gr. 1.5-6+)

102	8 - 11 (gr. 3-6)			
84	10+ (gr. 5+)	C8a	S reads a passage	S marks a multiple choice sentence completion (definition)
75	6 - 7 (gr. 1-2)	C8b	S reads a passage with (a) word(s) underlined	S marks a multiple choice completion for an incomplete sentence defining an underlined word.
13	8 - 13 (gr. 3-8)	C9	S reads a passage	S marks a completion for a sentence with deleted words
39	College			
81	7 - 17			
52	14 - 17 (gr. 9-12)	C10	S reads a passage	S marks a multiple choice sentence completion--he cannot look at the passage
58	7 - 15 (gr. 2-10)			
76	11 - 17 (gr. 6-12)			
88	15 - 17 (gr. 10-12)			
89	12 - 15 (gr. 7-10)			
94	6.9 - 13.9 (gr. 1.9-8.9)			
104	15+			

106	11 - 15 (gr. 6-10)			
104	15+	C11	S reads a passage	S waits for a period of time before making a multiple choice sentence completion. He cannot look at the passage
12	12 - 13 (gr. 7-8)	C12	S reads a passage	S marks a completion for an incomplete sentence accompanied by a diagram
13	8 - 13 (gr. 3-8)	C13a	S reads a passage	S supplies (written) completion to an incomplete sentence
14	13 - 15 (gr. 8-10)			
39	College			
57	13.5 - 15			
89	12 - 15 (gr. 7-10)			
13	8 - 13 (gr. 3-8)	C13b	S reads a passage	S supplies a (written) answer to a question
14	13 - 15 (gr. 8-10)			
39	College			
52	14 - 17 (gr. 9-12)			

56	8 - 13 (gr. 3-8)			
57	13.5 - 15			
60	8 - 13 (gr. 3-8)			
77	7 - 11			
81	7 - 17			
89	12 - 15 (gr. 7-10)			
92	9 - 14 (gr. 4-9)			
93	6 - 13 (gr. 1-8)			
108	6 - 13 (gr. 1-8)			
39	College	C14	S reads a passage	S supplies a completion to a sentence which has part of a word deleted
13	8 - 13 (gr. 3-8)	C15	S reads a passage with (a) deleted word(s)	S supplies the response to be inserted
26	14 - 17 (gr. 9-12+)			
44	6 - 11			
83	7 - 14 (gr. 2-9)			
84	6 - 11.9 (gr. 1-6.9)			

46	7 - 13.6 (gr. 2-12.6)	C16	S reads a passage with (a) deleted word(s)	S marks a multiple choice to be inserted
48	8.5 - 15.8 (gr. 3.5-10.8)			
34	10 - 13	C16b	S reads a passage with deleted words, each replaced with alternatives	S marks an alternative
35	9 - 12			
75	7 - 9 (gr. 2-4)			
81	7 - 17			
86	6.5 - 7.4 (gr. 1.5-2.4)			
81	7 - 17	C17a	S reads a passage	S marks a multiple choice sentence completion for a sentence with a deleted word
69	Adults	C17b	S reads a passage	S marks a multiple choice completion for a sentence with a deleted word; he can't look at the passage

31	7 - 17	C17c	S reads a passage accompanied by a picture	S marks a multiple choice sentence completion for a sentence with a deleted word
13	8 - 13 (gr. 3-8)	C17d	S reads a passage	S supplies a completion to a sentence with deleted words
3	6 - 8 (gr. 1-3)	C18	S reads a passage accompained by (a) picture (s)	S matches the passage with the corresponding picture
36	6 (gr. 1)			
87	6 - 8			
3	6 - 8 (gr. 1-3)	C19a	S reads a passage accompanied by pictures	S marks a multiple choice synonym to an underlined word
94	9 - 11 (gr. 4-6)			
81	7 - 17	C19b	S reads a passage accompanied by a picture	S marks a multiple choice sentence completion

81	7 - 17	C19c	S reads a passage accompanied by a picture	S marks a multiple choice as directed
81	7 - 17	C19d	S reads a passage accompanied by a picture	S marks an answer to a question
12	12 - 13 (gr. 7-8)	C20a	S reads a passage accompanied by a diagram	S marks a multiple choice answer to a question
12	12 - 13 (gr. 7-8)	C20b	S reads a passage accompanied by a diagram	S marks a multiple choice sentence completion
72	7 - 8	C21	S reads a passage accompanied by pictures	S supplies a written answer to a written question
84	6 - 8.5 (gr. 1-3.5)	C22	S reads a passage	S marks a sentence yes or no with respect to its consonance to the passage

76	11 - 17 (gr. 6-12)	C23	S reads a passage	S marks a multiple choice replacement for a word in the stimulus whose meaning contradicts the meaning of the passage
78	12 - 21 (gr. 7-college seniors)	C24a	S reads a passage	S marks a sentence true or false false with respect to its consonance with the passage
105	6 - 21+ (gr. 1-adult)	C24b	S reads a passage	S marks a sentence true or false with respect to its consonance with the passage. He cannot look at the passage.
50	Preschool	C25a	S reads a passage	S supplies an oral answer to T's question
77	6 - 9			
96	6 - 11 (gr. 1-6)			
96	6 - 11 (gr. 1-6)	C26	S reads a passage	S orally states everything that he read
100	5 - 9	C27	S reads a passage	S supplies an oral answer to a written question accompanied by pictures. He cannot look at the passage.
13	7 - 8 (gr. 2-3)	C28a	S reads a passage	S follows directions

14	13 - 15 (gr. 8-10)			
39	College			
45	6.11 - 11 5 (gr. 1.7-6.2)			
46	2 - 12.6			
47	1.4 - 4.4			
60	8 - 13 (gr. 3-8)			
65	8 - 14 (gr. 3-9)			
89	12 - 15 (gr. 7-10)			
92	9 - 14 (gr. 4-9)			
73	8 - 11 (gr. 3-6)	C30	S reads a passage	S marks the multiple choice synonymous sentence
88	15 - 17 (gr. 10-12)			
104	15+			
37	15 - 18 (gr. 10-13)	C31	S reads a passage	S or T marks the amount read per time period
76	11 - 17 (gr. 6-12)			
94	6.9 - 13.9 (gr. 1.9-8.9)			

103	5.5 - 8.5			
95	8 - 14 (gr. 3-9)	C32	S reads a passage	S marks the topic sentence

SECTION IV
STIMULUS-RESPONSE CONTENTS OF INDIVIDUAL TESTS

This is an index of tests in numerical order. The stimulus-response pairs which occur in each test are listed opposite the test number in alphabetical and numerical order. If an s/r number is listed more than once, it occurs in more than one section of the original test. If the reader wants to find out how many tests contain a particular type of item, he should refer to the s/r definition listing, which contains the test numbers.

TEST #	TEST NAME	STIMULUS-RESPONSE NUMBER
1	American School Achievement Tests: Part 1, Reading	A5b
		A8b
		A8b
		B5b
		B5b
		C1
		C1
		C1
2	California Achievement Tests	A1b
		A1b
		A2
		A2
		A2
		A2
		A5b
		A8a
		A8a
		B23a
		B23a
		B23a
		B23a
		C1
		C1
		C1
		C1
		C1
3	Gray-Votaw-Rogers General Achievement Test	A5a
		B7
		B13a
		B13b
		C7
		C7
		C18
		C19a

4	Group Achievement Tests: Dominion Tests, 1934 Edition	C7
5	Group Achievement Tests: Domain Tests, Niagara Edition	A1b C7
6	High School Fundamentals Evaluation Test	A1b C7
7	Iowa Every Pupil Tests of Basic Skills	A1a B13a B13a C1 C1
8	Iowa Tests of Basic Skills	B2b B3 B6 B7 B7 B13a B15 C1
9	Iowa Tests of Educational Development	B13a C7 C7 C7
10	Metropolitan Achievement Tests: Reading	A5a A9 B10 B13a B13a B13a C1 C1 C1
11	National Achievement Tests	B5c B13b C7 C7
12	National Educational Development Tests	B13a B13a C7 C7 C7 C7 C7 C12 C12

13	Public School Achievement Tests	B7 C1 C2 C7 C9 C13a C13b C15 C17d C28a
14	Public School Attainment Tests for High School Entrance: Examination of abilities in Reading, English, & Mathematics	B13b C1 C2 C13a C13b C28a
15	SRA High School Placement Test	B13a C7
16	Test for High School Entrants: (National Achievement Tests)	B5c C7
17	A.C.E.R. Word Knowledge Test--Adult Form B	A1b
18	American Literacy Test	A1a
19	College Vocabulary Test	A1b
20	Johnson O'Connor English Vocabulary Worksamples	B13a B13b B13c
21	Kansas Vocabulary Test	B13a B13b B13c
22	Nationwide English Vocabulary Examination	A1b A1b A1b A2 A11 A12 A12 B20 B21

23	New Standard Vocabulary Test	B13a
24	Quick-Scoring Vocabulary Test: Dominion Tests	A1b
25	Survey Test of Vocabulary	B13a B13b B13c
26	Test of Active Vocabulary	B8a C15
27	Vocabulary: Every Pupil Achievement Test	A1a B5b B13a B13b B13c B18 B20
28	Vocabulary Test for High School Students and College Freshman	B13b
29	Vocabulary Test--GT	A1a
30	Vocabulary Test: National Achievement Tests	B8c B13b
31	Wide Range Vocabulary Test	B13a
32	Word Clue Test	C8a
33	A.C.E.R. Silent Reading Tests, Forms A and B	A1b B1a B3 B19 C1
34	A.C.E.R. Silent Reading Tests, Forms C and D	A1a C7 C16b
35	A.C.E.R. Silent Reading Tests: Standardized for use in New Zealand	A1a C7 C16b
36	Achievement Test in Silent Reading: Dominion Tests	A1b A1b A1b A5b

		A5b
		B10
		C7
		C7
		C7
		C18
37	American School Reading Tests	A1c
		C1
		C1
		C31
38	Buffalo Reading Test for Speed and Comprehension	C7
39	Comprehension Test for Training College Students	C1
		C2
		C7
		C9
		C13a
		C13b
		C28a
40	Davis Reading Test	C1
		C2
41	Detroit Word Recognition Test	A5a
		B9a
42	Developmental Reading Tests	A1b
		C1
		C1
		C1
		C1
43	Emporia Silent Reading Test	C7
44	GAP Reading Comprehension Test	C15
45	Gates Advanced Primary Reading Tests	A5b
		B23a
		C28a
46	Gates Basic Reading Test	A1b
		C7
		C16a
		C28a
		C28b
47	Gates Primary Reading Tests	A5b
		B9c
		B23a
		C28a

48	Gates Reading Survey	A1b C7 C16a
49	High School Reading Test: National Achievement Tests	B8b B13a
50	Informal Reading Investory	A10 C25a
51	Iowa Silent Reading Tests: New Edition	C1
52	Kelley-Greene Reading Comprehension Test	C7 C10 C13b
53	Kelvin Measurement of Reading Ability	C18
54	Kingston Test of Silent Reading	B8a
55	Lee-Clark Reading Test, 1958 Revision	A8a B1a B7 B23a
56	Los Angeles Elementary Reading Test	C7 C13a C13b
57	Manchester Reading Comprehension Test	B8d C13a C13b
58	McCall-Crabbs Standard Test Lessons in Reading	C10
59	Minnesota Reading Examination for College Students	C1 C2 C7 C9
60	Monroe's Standardized Silent Reading Test	C1 C1 C2 C2 C2 C5b C13b C28a
61	N.B. Silent Reading Tests (Beginners): Reading Comprehension Test	B3

62	Nelson-Denny Reading Test: Vocabulary-Comprehension-Rate	B5b C1
63	Nelson Reading Tests, Revised Edition: Vocabulary-Paragraph Comprehension	B5b C1
64	New Developmental Reading Tests	A5c A5c B1a B1a B23a B23a
65	Pressy Diagnostic Reading Tests	B5d C1 C2 C28a
66	Primary Reading: Every Pupil Scholarship Test	A5b A5b A8a A8a A12 B4 B7 C7
67	Primary Reading Test: Acorn Achievement Tests	A1a A2 A8a C2
68	Purdue Reading Test	B4 C1 C7 C9
69	Reading Adequacy "READ" Test: Individual Placement Series	C17b
70	Reading Comprehension: Cooperative English Tests, (1960 Revision)	A1a C1
71	Reading Comprehension Test: National Achievement Tests	B2a B11 B23b
72	Reading: Seven Plus Assessment: Northumberland Series	C21

73	Reading Test (Comprehension and Speed): Municipal Tests: National Achievement Tests	B11 B17 B23a C30
74	Reading Tests for New York State Elementary Schools	A9 C7
75	SRA Achievement Series: Reading	A5a B9b B9c C1 C7 C7 C7 C8b C8b C16b
76	SRA Reading Record	A1b A1b B7 B13d C1 C2 C10 C23 C25a C31
77	Schonell Reading Tests	
78	Schrammel-Gray High School and College Reading Test	C24a
79	Sentence Reading Test I	B7
80	Sequential Tests of Educational Progress: Reading	C3 C7 C7
81	Silent Reading Tests	B7 B13a C1 C2 C7 C9 C13b C16b C17a C17c C19b

		C19c
		C19d
82	Southgate Group Reading Tests	A7
		A8a
		B1c
83	Stanford Achievement Tests (Reading Tests)	B5b
		C15
84	Survey of Primary Reading Development	A8a
		B1b
		B5b
		B5b
		B26
		C15
		C15
		C22
85	Survey of Reading Achievement: California Survey Series	A2
		B2a
		B23a
		C1
		C2
		C7
		C9
86	Survey Test, Burnett Reading Series	A5b
		A9
		C16b
87	Tests of Reading: Cooperative Inter-American Tests	A5a
		A5b
		B5a
		B7a
		B8c
		B9b
		B9c
		B9d
		B22
		C1
		C18
		C18
88	Traxler High School Reading Test	C10
		C30
89	Traxler Silent Reading Test	B13a
		B13b
		B13c
		C1

		C2
		C7
		C13a
		C13b
		C28a
90	W.A.L. English Comprehension Test	A1b
		B12
		C1
		C7
91	Williams Primary Reading Test	A8a
		C7
92	Williams Reading Test for Grades 4-9	C2
		C7
		C13b
		C28a
		C29
93	Diagnostic Reading Scales	A3a
		C13b
		C13b
94	Diagnostic Reading Test: Pupil Progress Series	A5b
		A8a
		B8a
		B8a
		B9b
		B23a
		B24
		C7
		C7
		C7
		C7
		C7
		C10
		C10
		C10
		C19a
		C31
		C31
95	Diagnostic Reading Tests	B3
		C32
96	Durrell Analysis of Reading Difficulty, New Edition	C25a
		C26

97	Group Diagnostic Reading Aptitude and Achievement Tests	B1a B14 B16 B23a
98	Primary Reading Profiles, (Revised Edition)	A8a B1a B4 B5b B7a C1
99	Silent Reading Diagnostic Tests: The Developmental Reading Tests	A5c A6 A7a C1 C7
100	Standard Reading Tests	A5b A8a B7a B7a B25 C27
101	Botel Reading Inventory	A2
102	Durrell-Sullivan Reading Capacity and Achievement Tests	B5b C7
103	Individual Reading Test	A3a B23a C25a C31
104	Reader Rater	A1b A1b B3 C10 C10 C11 C30
105	Reading Eye	C24b
106	Reading Versatility Test	C4a C4b C5 C5 C10

107	Flash-X Sight Vocabulary Test	A3b
108	Gilmore Oral Reading Test	C13b
109	Gray Oral Reading Test	C25b
110	Holborn Reading Scale	A3a C6 C25a
111	Neale Analysis of Reading Ability	C25b
112	Slosson Oral Reading Test (SORT)	A3a
113	Harrison-Stroud Reading Readiness Profiles	A4

SECTION V
VALIDITY COEFFICIENTS

TEST NO.	TEST	CORRELATED WITH	r
1	American School Achievement Test: Part I, Reading	Williams Primary Reading Test	.93
2	California Achievement Test: Lower Primary. Reading Comprehension	California Test of Mental Maturity Reading Comprehension	.56
		Stanford Achievement Test Paragraph Meaning	.66
	Reading Vocabulary	California Test of Mental Maturity Reading Vocabulary	.63
		Metropolitan Achievement Tests: Primary I Word Meaning	.94
		Word Pictures	.94
		Word Recognition	.93
	Total Reading	California Test of Mental Maturity Total Reading	.63
	California Achievement Test: Upper Primary Reading Comprehension	California Test of Mental Maturity Reading Comprehension	.46
		Metropolitan Achievement Test Reading Subtest	.47
		Stanford Achievement Test Paragraph Meaning	.98
	Reading Vocabulary	California Test of Mental Maturity Reading Vocabulary	.42
		Metropolitan Achievement Test Word Meaning	.42
		Stanford Achievement Test Word Meaning	.46

Total Reading	California Test of Mental Maturity	
	Total Reading	.47
	Diagnostic Reading Scales	
	Independent Level	.79
	Instructional Level	.82-.87
	Word Recognition	.87-.92
California Achievement Test: Elementary		
Reading Comprehension	California Test of Mental Maturity	
	Reading Comprehension	.78
	Metropolitan Achievement Test	
	Reading Subtest	.83
	Stanford Achievement Test	
	Paragraph Meaning	.87
Reading Vocabulary	California Test of Mental Maturity	
	Reading Vocabulary	.68
	Metropolitan Achievement Test	
	Vocabulary	.99
	Stanford Achievement Test	
	Vocabulary	.79
Total Reading	California Test of Mental Maturity	
	Total Reading	.80
	Diagnostic Reading Scales	
	Independent Level	.64-.74
	Instructional Level	.67-.78
	Word Recognition	.63-.82
California Achievement Test: Junior High		
Reading Comprehension	California Test of Mental Maturity	
	Reading Comprehension	.82
	Metropolitan Achievement Test	
	Reading Subtest	.97

		Stanford Achievement Test	
		Paragraph Meaning	.97
		California Test of Mental Maturity	
	Reading Vocabulary	Reading Vocabulary	.68
		Metropolitan Achievement Test	
		Vocabulary	.99
		Stanford Achievement Test	
		Word Meaning	.87
		California Test of Mental Maturity	
	Total Reading	Total Reading	.83
	California Achievement Test: Advanced	California Test of Mental Maturity	
	Reading Comprehension	Reading Comprehension	.81
	Reading Vocabulary	Reading Vocabulary	.75
	Total Reading	Total Reading	.83
8	Iowa Test of Basic Skills	Iowa Tests of Educational Development	.80
		Primary Reading Profiles-(Revised Edition)	
	Reading	Comprehension	.60
		Word Attack	.58
		Word Recognition	.49
		Combined	.62
	Vocabulary	Comprehension	.59
		Word Attack	.62
		Word Recognition	.54
		Combined	.65
		SRA High School Placement Test	
	Total	Reading	.79-.83
9	Iowa Test of Educational Development	ACE Psychological Examination	
	Total Test	Total Test	.74
		California Test of Mental Maturity	.78-.80
		Henmon-Nelson Tests of Mental Ability	.84-.85

		Iowa Tests of Basic Skills..... .80
		Otis Quick-Scoring Mental Ability Tests..... .57-.72
		Primary Mental Abilities Test.....
		SRA High School Placement Test
		Reading..... .75-.81
		Total..... .78-.85
		SRA Reading Record
		Comprehension..... .61
		Rate..... .42
		Vocabulary..... .82
		Total..... .82
10	Metropolitan Achievement Tests, Reading....	California Achievement Tests, Upper Primary
		Comprehension..... .47
		California Achievement Tests, Elementary
		Comprehension..... .83
		California Achievement Tests, Junior High
		Comprehension..... .97
	Vocabulary.....	California Achievement Tests, Lower Primary
		Vocabulary..... .94
10	Metropolitan Achievement Tests, Reading	California Achievement Tests, Elementary
	Vocabulary.....	Vocabulary..... .99
		California Achievement Tests, Junior High
		Vocabulary..... .99
	Word Meaning.....	California Achievement Tests Upper Primary
		Vocabulary..... .42
		Reading Tests for New York State
		Elementary Schools..... .82
	Word Pictures..... ...	California Achievement Tests, Lower Primary
		Vocabulary..... .94
	Word Recognition.....	Vocabulary..... .93

	Metropolitan Achievement Tests		
	Primary Reading, Form R, Part 1.....	Lee-Clark Reading Tests, 1958 Revision.....	.87
	Part 2.....	.....	.75
	Part 3.....	.....	.86
		Reading Tests for New York State Elementary Schools	
	Comprehension.....	Comprehension.....	.78
12	National Educational Development Tests		
	Natural Sciences Reading.....	American College Testing Program.....	.41
		Henmon-Nelson IQ Test.....	.63
		Iowa Test of Educational Development.....	.46-.67
		National Merit Scholarship Qualifying Test...	.54-.68
	Social Studies Reading.....	American College Testing Program.....	.55
		Henmon-Nelson IQ Test.....	.62
		Iowa Test of Educational Development.....	.68-.69
		National Merit Scholarship Qualifying Test...	.66-.75
	Word Usage.....	Henmon-Nelson IQ Test.....	.68
		Iowa Test of Educational Development.....	.82-.87
		National Merit Scholarship Qualifying Test...	.89-.93
	Total.....	American College Testing Program.....	.54
		Henmon-Nelson IQ Test.....	.76
		Iowa Test of Educational Development.....	.89-.90
		National Merit Scholarship Qualifying Test...	.89-.91
15	SRA High School Placement Test		
	Reading.....	Iowa Test of Basic Skills.....	.79-.83

		Iowa Tests of Educational Development.....	.75-.81
		SRA Achievement Series, Forms C & D.....	.81-.85
	Total.....	Henmon-Nelson Test.....	.75-.80
		Iowa Test of Basic Skills.....	.90-.91
		Iowa Test of Educational Development.....	.78-.85
		SRA Achievement Series, Forms C & D.....	.89-.92
		SRA Tests of Educational Ability.....	.81-.83
16	Test for High School Entrants: (National Achievement Tests)		
	English and Reading Comprehension.....	Nelson Silent Reading Test.....	.94
	Total.....	Henmon-Nelson Test of Mental Ability.....	.84
19	College Vocabulary Test	Medical Colleges Admission Test	
	Form A.....	Staff Q-Sort Phrase: "Able to See the Heart of Important Problems.".....	.35
		Staff Q-Sort Phrase: "Has a High Degree of Intellectual Ability.".....	.38
		Verbal Ability.....	.64
28	Vocabulary Test for High School Students and College Freshman.....	American Council on Educational Psychological Experimentation.....	.84
		Linguistic.....	.87
		Quantitative.....	.61
		Cooperative English: Comprehension.....	.82-.88
		Vocabulary.....	.86-.88
29	Vocabulary Test - GT	Adult Reading Test.....	.70-.75
		Army General Classification Test.....	.60

36	Achievement Test in Silent Reading: Dominion Tests	Gates Primary Reading Tests	
	Phrase and Sentence Reading	Phrase and Sentence Reading	.88
	Phrase and Sentence Reading	Word Recognition	.87
	Word Recognition	Phrase and Sentence Reading	.85
	Word Recognition	Word Recognition	.90
38	Buffalo Reading Test for Speed and Comprehension		
	Comprehension	Ohio State Psychological Test	.42-.48
		Sones Harry Achievement Test	.46-.58
		Terman Group Test of Mental Ability	.60
	Gross Subtest	Ohio State Psychological Test	.67-.77
		Sones Harry Achievement Test	.59-.68
		Terman Group Test of Mental Ability	.66
	Gross and Comprehension Subtests Separately	American History Regents	.20-.40
	Speed	American History Regents	.00-.20
		Ohio State Psychological Test	.50-.66
		Sones Harry Achievement	.44-.53
		Terman Group Test of Mental Ability	.41
40	Davis Reading Test	American Council of Educational Examination	
	Level of Comprehension	Linguistic	.71
		Total	.68
		College Qualification Tests	
	Level of Comprehension	Information-Science	.56-.57
		Information-Social Studies	.60-.62

58

Information-Total	.66-.66
Verbal Reasoning	.73-.74
Total	.73-.77
Cooperative Reading Comprehension Test	
Level of Comprehension	.75
Speed of Comprehension	.76
Vocabulary	.75
Total Score	.81
Differential Aptitude Tests	
Language Usage-Sentences	.66-.80
Verbal Reasoning	.76-.80
Iowa Test of Basic Skills	
Battery Mean	.84
Reading	.77
Iowa Test of Educational Development	
Reading: Literature	.73
Reading: Natural Science	.59
Reading: Social Studies	.66
Vocabulary	.74
Composite Score	.77
Minnesota Scholastic Aptitude Test	
Reading Comprehension	.78
Ohio State University Psychological Exam	
Comprehension	.76
Otis Beta Test	
Form Em	.76
Otis Gamma Test	
Form Em	.68
Sequential Test of Educational Progress	
Reading	.76

Speed of Comprehension.....	College Qualification Tests	
	Information-Science.....	.57
	Information-Social Studies.....	.64-.65
	Information-Total.....	.68
	Verbal Reasoning.....	.76
	Total.....	.75-.79
	Cooperative Reading Comprehension Test	
	Level of Comprehension.....	.73
	Speed of Comprehension.....	.79
	Vocabulary.....	.76
	Total Score.....	.82
	Differential Aptitude Tests	
	Language Usage-Sentences.....	.61-.79
	Verbal Reasoning.....	.77-.85
	Iowa Test of Basic Skills	
	Battery Mean.....	.81
	Reading.....	.73
	Iowa Test of Educational Development	
	Reading: Literature.....	.79
	Reading: Natural Science.....	.67
	Reading: Social Studies.....	.74
	Vocabulary.....	.79
	Composite Score.....	.83
	Minnesota Scholastic Aptitude Test	
	Reading Comprehension.....	.80
	Ohio State University Psychological Exam	
	Comprehension.....	.81
	Otis Beta Test	
	Form Em.....	.81
	Otis Gamma Test	
	Form Em.....	.74

		Sequential Test of Educational Progress	
		Reading	.81
41	Detroit Word Recognition Test	Haggerty Reading Examination, Sigma 1	
	Total	Total	.83
44	GAP Reading Comprehension Test	The Schonell Reading Test: Silent Reading B.	.67
		Watt's Reading Compr hension Test	.72
47	Gates Primary Reading Test	Achievement Test in Silent Reading: Dominion Tests	
	Phrase and Sentence Reading	Phrase and Sentence Reading	.85
	Word Recognition	Word Recognition	.90
	Primary Type 1	Lee-Clark Reading Test, 1958 Revision	.72
	Primary Type 2		.75
	Primary Type 3		.86
52	Kelley-Greene Reading Comprehension Test	Brown-Carlsen List	
	Directed Reading	Comprehension	.49-.61
		Greene-Stapp Language Abilities Test	
		Subtests separately	.34-.55
		Spitzer Study Skills Tests	
		Subtests separately	.29-.57
		Terman-McNemar IQ Test	.49-.62
	Paragraph Comprehension	Brown-Carlson List: Comprehension	.65-.66
		Greene-Stapp Language Abilities Test	.35-.62
		Spitzer Study Skills Test	.28-.63

		Terman-McNemar IQ Test	.67-.75
	Reading Rate	Brown-Carlsen List: Comprehension	.03-.24
		Greene-Stapp Language Abilities Test	.20-.43
		Spitzer Study Skills Tests	.06-.44
		Terman-McNeman IQ Test	.03-.42
	Retention of Detail	Brown-Carlsen List: Comprehension	.47-.51
		Greene-Stapp Language Abilities Test	.31-.49
		Spitzer Study Skills Test	.30-.60
		Terman-McNeman IQ Test	.57-.60
54	Kingston Test of Silent Reading	Otis Test of Intelligence (Alpha and Beta Forms non-verbal)	.57
		Schonell Reading Test Graded Word Reading	.69-.75
55	Lee-Clark Reading Test, 1958 Revision	California Primary Reading Test, Form AA	.82
		Form W	.72
		Chicago Reading Test, Form A1	.84
		Detroit Reading Test, Form A	.88
		DeVault First Reader, Form 1	.64
		Garvey Primary Reading Test, Form 1	.83
		Gates Primary Reading Tests, Type 1	.77
		Type 2	.75
		Type 3	.66
		Haggerty Reading Examination, Sigma 1	.88
		Ingraham-Clark Reading Test, Part 1	.83
		Lee-Clark Reading Test, Primer	.74

55		Los Angeles Primary Reading Test..... .80
		Metropolitan Acnievement Tests
		Primary Reading, Form R, Part 1..... .87
		Part 2..... .75
		Part 3..... .86
		Thompson Primary Reading Test, Form A..... .86
56	Los Angeles Elementary Reading Test.....	Detroit Reading Test, subtest 3..... .60
		Gates Silent Reading Test, Type A..... .42-
		Type B..... .59
		Type B..... .48- .52
		Type C..... .56- .57
		Type D..... .59- .72
		Ingraham-Clark Diagnostic Test, Part 1..... .61- .72
		Part 2..... .56
		New Stanford Paragraph Meaning Test..... .72- .77
		New Stanford Word Meaning Test..... .69- .70
		Old Stanford Achievement Test..... .89
		Sangren-Woody Reading Test..... .58- .64
		Thorndike-McCall Reading Test..... .86
59	Minnesota Reading Examination for College Students	
	Comprehension.....	Miller Analogies Test..... .52- .73
		Miller Mental Ability Test..... .53- .63
		Minnesota College Ability Test..... .57- .83

62	Nelson-Denny Reading Test		
	Comprehension-Rate	ACE Test	.83
		Cooperative English Test	.73
	Vocabulary Comprehension-Rate	Nelson Reading Test, Revised Edition Vocabulary-Paragraph-Comprehension	.84
		Otis IQ Test	.55
		Nelson Reading Test, Revised Edition	
	Paragraph	Paragraph	.76
	Rate	ACE Test	.64
		Cooperative English Test	.62
		Otis IQ Test	.44
		Nelson Reading Test, Revised Edition	
	Vocabulary	Vocabulary	.82
63	Nelson Reading Test, Revised Edition	Henmon-Nelson Test	.66-.78
		Nelson-Denny Reading Test	.84
		Henmon-Nelson Test	
	Paragraph	Paragraph	
		Nelson-Denny Reading Test	
		Paragraph	.76
	Vocabulary	Henmon-Nelson Test	
		Vocabulary	.64-.77
		Nelson-Denny Reading Test	
		Vocabulary	.82
67	Primary Reading Test: Acorn Achievement Tests	Otis Primary Examination	.70
		Stanford Achievement Tests and the Metropolitan Achievement Tests	
		Reading	.76
70	Reading Comprehension: Cooperative English Tests, 1960 Revision	School and College Ability Tests	
	Reading	Verbal	.76

	Vocabulary.....	.....	.88
74	Reading Tests for New York State Elementary Schools		
	Comprehension.....	Metropolitan Achievement Tests Comprehension.....	.78
		Stanford Achievement Test Comprehension.....	.76
	Word Recognition.....	Metropolitan Achievement Test Word Meaning.....	.82
		SRA Achievement Series Vocabulary.....	.80
		Stanford Achievement Test Word Meaning.....	.76
	Total.....	Metropolitan Achievement Test.....	.86
		SRA Achievement Series.....	.88
75	SRA Achievement Series: Reading.....	Reading Tests for New York State Elementary Schools.....	.88
	Forms C and D.....	SRA High School Placement Test Reading.....	.81-.85
		Total.....	.89-.92
76	SRA Reading Record.....	Iowa Tests of Educational Development.....	.61
	Comprehension.....	Kuhlmann-Anderson Test.....	.51
		SRA Achievement Series.....	.34-.55
		SRA Test of Educational Ability.....	.38-.60
		SRA Test of General Ability.....	.45-.55
	Rate.....	Kuhlmann-Anderson Test.....	.44
		Iowa Tests of Educational Development.....	.42
		SRA Achievement Series.....	.21-.48

		SRA Test of Educational Ability	.20-.43
		SRA Test of General Ability	.31-.36
	Vocabulary	Iowa Tests of Educational Development	.82
		Kuhlmann-Anderson Test	.76
		SRA Achievement Series	.57-.78
		SRA Test of Educational Ability	.47-.79
		SRA Test of General Ability	.62-.72
	Total	Iowa Tests of Educational Development	.82
		Kuhlmann-Anderson Test	.79
		SRA Achievement Series	.72-.84
		SRA Test of Educational Ability	.62-.81
		SRA Test of General Ability	.63-.71
77	Schonell Reading Tests		
	Graded Word Reading	Kingston Test of Silent Reading	.69-.75
		Southgate Group Reading Tests	
		Word Selection	.90-.92
	Silent Reading	GAP Reading Comprehension Test	.67
	Vocabulary	Neale Analysis of Reading Ability	
		Graded Reading Vocabulary	.94-.95
79	Sentence Reading Test 1	Southgate Group Reading Test	
		Sentence Completion	.85-.88

80	Sequential Tests of Educational Progress		
	Reading	Cooperative School and College Ability Tests	
		Total	.71-.85
		Quantitative	.51-.69
		Verbal	.72-.87
	Writing	Cooperative School and College Ability Tests	
		Total	.63-.81
		Quantitative	.44-.69
		Verbal	.71-.83
82	Southgate Group Reading Tests		
	Sentence Completion	Sentence Reading Test 1	.85-.88
		The Schonell Reading Tests	
		Graded Word Reading	.82-.84
	Word Selection	Ballard's One Minute Reading Test	.91
		The Burt's Word Reading Test	.94
		Holborn Reading Scale	.87
		The Schonell Graded Word Reading Test	.90-.92
		Vernon's Graded Word Reading Test	.89
83	Stanford Achievement Test and the Metropolitan Achievement Tests	Survey Test, Burnett Reading Series	
		Primary 1	.86
		Primary 2	.80-.86
	Reading	Primary Reading Test: Acorn Achievement Tests	.76
	Paragraph Meaning	California Achievement Tests Lower Primary Comprehension	.66

		California Achievement Tests, Upper Primary Comprehension..... .98
		California Achievement Tests, Elementary Comprehension..... .87
		California Achievement Tests, Junior High Comprehension..... .97
	Stanford Achievement Test	Diagnostic Reading Scales
	Paragraph Meaning.....	Independent Level..... .49
		Instructional Level..... .30
	Word Meaning.....	California Achievement Tests, Lower Primary Vocabulary..... .55
		California Achievement Tests, Upper Primary Vocabulary..... .46
		California Achievement Tests, Elementary Vocabulary..... .79
		California Achievement Tests Junior High Vocabulary..... .87
	Word Meaning subtest.....	Word Recognition..... .76
	Word Meaning, Paragraph Meaning, Monroe Standardized Silent Reading Test, and the Thorndike-McCall Reading Scale.....	Traxler Silent Reading Test Word Meaning..... .80
86	Survey Test, Burnett Reading Series	
	Primary 1.....	Stanford Achievement Tests: Reading Tests... .86
	Primary 2.....	Stanford Achievement Tests: Reading Tests... .80-.86
88	Traxler Silent Reading Test	
	Word Meaning.....	Inglis Tests of English Vocabulary..... .76-.88
		Stanford Achievement Tests: Reading Paragraph Meaning, Word Meaning, Monroe Standardized Silent Reading, Test and the Thorndike-McCall Reading Scale..... .80

88		Stanford Achievement Tests: Reading	
		Word Meaning	.78
		University of Chicago High School's Battery of Tests	.88
91	Williams Primary Reading Tests	American School Achievement Tests:	
		Part 1, Reading	.93
93	Diagnostic Reading Scales	California Achievement Test: Upper Primary	
	Independent Level	Reading	.79
		California Achievement Test: Elementary	
		Reading	.64-.74
		Stanford Achievement Test	
		Paragraph Reading	.49
	Instructional Level	California Achievement Test: Upper Primary	
		Reading	.82-.87
		California Achievement Test: Elementary	
		Reading	.67-.78
		California Test of Mental Maturity	
		Comprehension	.69-.78
		Stanford Achievement Test	
		Paragraph Reading	.30
	Potential Level	Wechsler Intelligence Scale for Children	.80
	Word Recognition	California Achievement Test: Upper Primary	
		Reading	.87-.92
		California Achievement Test: Elementary	
		Reading	.63-.82
94	Diagnostic Reading Test Pupil Progress Series, Primary Level 1	Stanford Achievement Test	

	Word Recognition	Comprehension	.27
	Word to Content Relation	Comprehension	.28
	Words in Use	Comprehension	.64
	Diagnostic Reading Test Pupil Progress Series, Primary Level 2	Stanford Achievement Test	
	Word Recognition	Comprehension	.80
	Word to Content Relation	Comprehension	.04
	Words in Use	Comprehension	.50
94	Diagnostic Reading Test Pupil Progress Series, Elementary Level	Stanford Achievement Test	
	Word Recognition	Comprehension	.67
	Word to Content Relation	Comprehension	.67
	Words in Use	Comprehension	.89
	Diagnostic Reading Test, Pupil Progress Series, Advanced Level	Stanford Achievement Test	
	Word Recognition	Comprehension	.50
	Word to Content Relation	Comprehension	.74
98	Primary Reading Profiles, Revised Edition	Harrison-Stroud Reading Readiness Profiles	.49
	Comprehension	Iowa Test of Basic Skills	
		Reading	.60
		Vocabulary	.59
	Word Attack	Reading	.58-.62
	Word Recognition		.49
	Word Recognition	Vocabulary	.54
	Total	Reading	.62
	Primary Reading Profiles, Revised Edition		
	Total	Stanford-Binet Intelligence Scale	.38-
		Vocabulary	.60
		Vocabulary	.65

107	Gilmore Oral Reading Test	Durrell Oral Reading Test	
	Accuracy	Accuracy	.80
		Gray Oral Reading Test	
		Accuracy	.77
		Durrell Oral Reading Test	
	Comprehension	Comprehension	.59
	Rate	Rate	.39
		Gray Oral Reading Test	
		Rate	.45
108	Holborn Reading Scale	Southgate Group Reading Tests	
	Total	Word Selection	.87
109	Neale Analysis of Reading Ability	Ballard One-Minute Test, Vernon Word Reading Test, Holborn Scale, and the Peel English	
	Accuracy, Comprehension, and Rate	Test	.95
	Accuracy, Comprehension, and Rate	Ballard One-Minute Test, Vernon Word Reading Test, Holborn Scale, and the Schonell English Usage Test	.95
	Accuracy	The Schonell Reading Tests	
		Vocabulary	.94-.95
110	Slosson Oral Reading Test	Standardized Oral Reading Paragraphs	.96
111	Harrison-Stroud Reading Readiness Profiles	Primary Reading Profiles, (Revised Edition)	.49